

Mentoring Virginia Glossary of Terms

Antiracism: The action of opposing and condemning prejudice and discrimination of individuals or groups of people based on their race/ethnicity through various methods. Antiracism aims to actively challenge racism and demand change in policies, behaviors, and ideas that preserve racist beliefs and actions.

Boundary-spanning: Engaging in and understanding professional life in both P-12 and college/university contexts or cultures.

Clinical practice: A form of what has traditionally been known as “field work” in teacher education, provides articulated benefits for all participants and supports the development of educators’ knowledge and pedagogical skills through embedded, sequenced coursework and clinical experiences.

Culturally Relevant Teaching: Culturally relevant teaching is a pedagogy of opposition not unlike critical pedagogy but specifically committed to collective, not merely individual, empowerment. Culturally relevant pedagogy rests on three criteria or propositions:(a) Students must experience academic success; (b) students must develop and/or maintain cultural competence; and (c) students must develop a critical consciousness through which they challenge the status quo of the current social order.

Equity: Equity in education involves the implementation of anti-oppressive interactions, practices, and structures that ensure that every individual has an unbiased, impartial, and appropriately-scaffolded opportunity for academic and professional success. An equity approach to education addresses discriminatory and systemically marginalizing actions and traditions related to race/ethnicity, religion, class, gender, sexual orientation, ability/disability, nationality, and various other intersecting identities.

Inclusion: Inclusion is the practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those who have physical or mental disabilities and members of other minority groups.

Intercultural Competence: Intercultural competence is defined as having the knowledge, affect and skills necessary to communicate with people of different cultures.

Learning Community: Finding form via many different structures, including Professional Development Schools (PDSs), a learning community means that everyone is committed to deliberate and continuous learning.

Professional Development School (PDS): A PDS is the third space formed through the joining of schools and colleges/universities in partnership for a larger, professional purpose. As a setting, a PDS is a place where a unique partnership between a school or district/division and a college or university exists.

Social-Emotional Learning: Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

Social Justice: A commitment to social justice encompasses the belief that all members of a learning community contribute to disrupting inequitable interactions, practices, and structures, with a focus on enhancing each individual's opportunity to learn and succeed. Social justice ideals involve anti-oppressive and equity-oriented practices.

Third Space: A third space is the unique space created at the joining of at least two partners that gives rise to something different or something new.

Trauma-Informed Instruction: Up to two-thirds of U.S. children have experienced at least one type of serious childhood trauma, such as abuse, neglect, natural disaster, or experiencing or witnessing violence. Being trauma-informed is a mindset with which educators approach all children. When teachers are proactive and responsive to the needs of students suffering from traumatic stress and make small changes in the classroom that foster a feeling of safety, it makes a huge difference in their ability to learn.